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ABSTRACT

This document is a chapter in "The Principles and Practice of Educational Management," which aims to provide a systematic and analytical introduction to the study of educational management. The structure of the book reflects the main substantive areas of educational leadership and management, and most of the major themes are covered in the volume's 19 chapters, of which this is one. This chapter gives an overview of the traditional and alternative concepts of leadership. It introduces some general models of leadership styles and strategies, and highlights the roles of leadership in strategic management, action learning, and paradigm shifts in education. Different scholars interpret the concept of leadership differently. Some believe that leaders influence the activities of an organized group toward goal-setting and goal achievement; others claim that leaders initiate a new structure or procedure for accomplishing an organization's goals and objectives; while others see leaders as a force that can initiate action among people. The application and practice of these leadership models usually results in different types of leadership styles, styles that can be described in five different dimensions: human leadership, structural leadership, political leadership, cultural leadership, and educational leadership. In addition to these types of leadership, there are seven models or leadership roles that can be identified: goal developer, resource developer, process engineer, social leader and satisfier, environmental leader, supervisor, and organizational developer. Taken together, these perspectives of leadership can provide a basic understanding of educational management, providing leaders with a new set of leadership beliefs that can transform traditional constraints, helping them to develop an appropriate school environment for workers. (Contains 53 references.) (RJM)

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Leadership and Strategy.

Yin Cheong Cheng

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Leadership and Strategy

Yin Cheong Cheng

Introduction

In facing up to the challenges of rapidly changing local and global environments in the new century, there have been numerous education reforms and school restructuring movements in different parts of the world since the 1990s and even earlier (Cheng and Townsend, 2000). In these great efforts for education change and effectiveness, the role of leadership at both the system and site levels is often found to be crucial to their success. Responding to the need for understanding and development of leadership and strategy in such a changing educational environment, this chapter aims to give an overview of the traditional and alternative concepts of leadership, introduce some general models of adopting leadership styles and strategies, and highlight the roles of leadership in strategic management, action learning and paradigm shift in education for the new century.

Concepts of leadership

Different scholars interpret the concept of leadership differently (Yukl, 1998). Some typical examples can be listed as follows: leadership is the process of influencing the activities of an organised group toward goal-setting and goal achievement (Stogdill, 1974); leadership is the initiation of a new structure or procedure for accomplishing an organisation's goals and objectives or for changing an organisation's goals and objectives (Lipham, 1964); and leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts toward common goals (Kenzevich, 1975). It is really difficult to achieve only one definition that is acceptable to all (Bass, 1985). Cheng (1996a) found two general elements of leadership in the numerous definitions: first, leadership is related to the process of influencing others' behaviour; and, second, it is related to goal development and achievement. For the first element, there are many methods to influence followers or other people to work. Based on different perspectives, different approaches may be developed to lead, to manage, to influence and even to control people and their activities in the educational institution.

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For the second element, how to set goals, create meanings, direct actions, eliminate uncertainty or ambiguity and achieve goals is also a core part of leadership activities in education.

Traditional concepts

Leadership, as studied through traditional theories such as the Ohio State University studies (Halpin, 1966), the managerial grid model (Blake and Mouton, 1985), and the contingency theories (Fiedler, 1978; Kerr and Jermier, 1978) is often assumed to occur between a leader and a follower group in a steady situation where a task is given to complete in a relatively short time period (Hampton et al., 1987). Explicitly or implicitly, the traditional theories often focus on the transactional process in which a leader gives something to followers in exchange for their satisfactory effort and performance in the task. The educational leader tends to survey followers' needs, clarify with them how their needs can be fulfilled in exchange for the performance of tasks, and set achievable goals for them to work towards (Bass, 1985).

The traditional leadership theories concentrate on leaders' management techniques and interpersonal skills and encourage leaders to adapt their behaviour to the situation. There seems to be no need for educational leaders to question the goals of their organisations, expect their followers to perform beyond the ordinary limits, and transform the situation and their followers' beliefs, values, attitudes and behaviours. In Zaleznik's (1977) term, a transactional leader is a manager but not a leader.

Contingency theories assume that the relationship between leadership style and organisational outcomes is moderated by situational factors, and therefore the outcomes cannot be predicted by leadership style unless the situational variables are known. They suggest that leaders have to adapt their behaviour to the situation but not change the situation. From a research perspective, Hackman (1985) pointed out that the contingency models are sometimes generated out of a researcher's desperation because variation in findings across studies and samples may be explained successfully only by individual differences and situational attributes. Furthermore, it is also very difficult to use complex contingency theories as behavioural guides.

Transformational perspective

Responding to the limitations of the traditional theories, an alternative perspective that emphasises transformational leadership has emerged since the late 1970s (e.g. Bass, 1985; Bennis, 1984; Leithwood et al., 1996; Zaleznik, 1977). From this perspective, a leader in an educational institution is one who not only adapts his/her behaviour to the situation but also transforms it. A transformational leader is proactive about the organisational vision and mis-

sion, shaping members' beliefs, values, and attitudes and developing options for the future, while a manager or a transactional leader is reactive about the organisational goals, using a transactional approach to motivate followers. Therefore, it is important for a leader to shape organisational culture and define the vision and mission of the organisation (Cheng, 1996a; Firestone and Louis, 1999; Schein, 1992). Particularly when there is a paradigm shift in education in a new era of globalisation, information technology and a knowledge-based economy, educational leaders inevitably need to play a key role as transformational leaders to facilitate paradigm shifts in learning, teaching and curriculum, transform various contextual constraints and create opportunities for new development for their institutions, students and staff (Cheng, 2000b; 2001a; 2001b). Numerous ongoing education reforms in many countries in the Asia-Pacific region, Europe and America are requiring transformational leadership at both system and institutional levels and from kindergarten to vocational and higher education (Cheng and Townsend, 2000).

From Cheng's (1996a) two elements of leadership, the process of influencing members and others and goal development and achievement, we can see that the traditional theories, assuming that organisational goals are static and given to be achieved, focus mainly on the process of influencing members to achieve these given goals. But, the transformational perspective conceptualises these two elements of leadership in a dynamic way. It is assumed that the organisational goals and tasks are often ambiguous, outdated and not well defined, particularly in a changing environment. Therefore, both development of goals and the process of influencing members are necessary in educational institutions when facing challenges from rapidly changing local and global environments. According to Bass (1985), a transformational leader in an educational institution is one who motivates people to do more than they are originally expected to do in any one of the following ways:

- Raising their level of awareness and consciousness about the importance and value of designated outcomes, and ways of reaching them. For example, a senior leader in a tertiary institution helps faculty members to understand current trends of educational reform, the importance of paradigm shifts in tertiary learning and the related impacts of these changes on their tertiary institution;
- Getting them to transcend their own self-interest for the sake of the team, organisation, or large polity. For example, a leader in a vocational training institute facilitates staff members to appreciate the vision and mission of the institute, understand the significance of their job to the larger society and become committed and synergic to achieve the institute's vision and goals; and
- Altering their need level on Maslow's (1943) hierarchy or expanding their portfolio of needs and wants from low level (e.g. physiological or safety

needs) to high level (e.g. esteem or self-actualisation needs). For example, it is quite common in educational institutions, particularly in higher education in the USA, UK or Hong Kong, that leaders create opportunities for members to enrich their working experiences and empower themselves to pursue more challenging and meaningful tasks and goals.

From this perspective, leadership is not only a process to influence the behaviours of members or constituencies but also their attitudes, values and beliefs; not only individual members but also the whole organisation; not only the goal achievement but also goal development and organisational culture building.

Layer perspective

Responding to the complexity and multiplicity in current contexts of educational management, Cheng (1996a; 2001c) proposed a layer perspective of leadership. Leadership can be conceptualised as a layer including three levels of leaders and three domains of leadership influence. Constituencies of educational institutions are multiple and very diverse.

Levels of leaders In current educational reforms, shared decision-making or participative management is recommended and implemented in educational institutions, and many faculty members or teachers take up the leader role in some management activities and at the same time they are also members in other management activities. As suggested by Barth (1988), there should be a community of leaders in an educational institution like a school or higher education institute. The leader may be a single individual. Leadership may be provided by the institutional head/individual staff, or a group of staff members, or all members in the educational institution. In other words, there are three levels of leaders, namely individual leaders, group leaders and whole-institution leaders.

Domains of leadership influence The leaders exercise their leadership through their affective, behavioural and cognitive performance. The affective performance often refers to the personal commitment, attraction or charisma at the individual level and to the team spirit, social attitudinal norms and social intimacy at the group level and the institutional level. The behavioural performance refers to the general leadership behaviour (for example, consideration, initiating structure, etc.) or management skill practice (for example, planning, supervision, etc.) at the three levels. The cognitive performance refers to the understanding, purposing, meaning, development, clarification of uncertainty and ambiguity, and building values and beliefs about education and management. Affective and cognitive performance is often expressed in popular terms such as human, cultural, symbolic or charismatic leadership

(Bolman and Deal, 1997; Conger et al., 1988; Shamir et al., 1993). Behavioural performance is often named as technical or structural leadership (Bolman and Deal, 1997; Sergiovanni, 1984), overt behaviours (see the Leader Behavior Description Questionnaire (LBDQ) of the Ohio State University Studies, Halpin, 1966; Blake and Mouton, 1985), or even managerial behaviours (Cheng, 2000c; Yukl, 1998).

Multiple and diverse constituencies In ongoing international trends of educational development, parental participation, community involvement, partnership with other sectors like business, and accountability to the public are a necessity in educational management and leadership. There are potentially many types of constituencies or stakeholders involved in the educational management and leadership process, externally and internally, explicitly and implicitly, locally and even globally in the new millennium (Cheng, 2001b). They include those inside the educational institution such as staff and students and those outside such as parents, members of the management board, officers of the education authority, people from social service organisations, people from business and industrial organisations, and the public. Also the involvement of constituencies may be not only at the individual, site and community levels, but also at the society and international levels. Particularly we are making efforts to globalise our classrooms and institutions through different types of worldwide networking and information technology to allow our students and teachers to achieve world-class learning and teaching in the new millennium (Cheng, 2000b). The involvement of international constituencies for collaboration and partnership inevitably becomes a necessity. For example, currently there are more and more international exchange programmes and immersion programmes organised at the tertiary and secondary education levels in Australia, Hong Kong, Japan, the USA and European countries. This direction of leadership extending influence on external constituencies has been repeatedly reflected in terms of environmental leadership or strategic leadership in some recent literature (Cheng, 2000a; Goldring and Rallis, 1993; Goldring and Sullivan, 1996).

Influence process In this layer conception, the leadership process is an influencing process from the whole leader layer (including the affective, behavioural and cognitive performance of different leaders at the individual, group and institutional level) to the various constituencies or stakeholders. For example, in a higher education institution, not only individual leaders take a leadership role. Group and institution members can lead different aspects of the institutional functions and tasks; and these leaders can influence internal members and external constituencies through their managerial behaviours and their own charisma, vision and inspiration. This is a holistic way to perform leadership. From the layer perspective, the domains of constituencies to be led

or influenced include not only the behavioural aspects but also the affective and cognitive aspects; also not only individual constituencies but also groups in and beyond the educational institution.

From the above discussion, we can see that the layer concept can provide a more comprehensive approach to understanding the complex nature of leadership process and leadership effect. The transformational perspective can highlight the significant role of leadership to pursue excellence and relevance to the future in an era of transformation in education.

Leadership and strategy

The above concepts and perspectives provide an important base for understanding the nature of leadership in education. But the application and practice of these leadership concepts in different aspects of an educational organisation to serve different functions may result in different types of leadership styles and also different strategies in educational management and development. In traditional theories, the duality of leadership in terms of the concern for people and the concern for task is often emphasised and applied in educational management (Blake and Mouton, 1985; Halpin, 1966; Stogdill, 1974). This conceptualisation of leadership ignores important aspects such as the cultural and political aspects of the organisational process and life in educational institutions (Bolman and Deal, 1997; Yukl, 1998).

Five-dimensions of leadership

Based on the four frames of understanding organisations, Bolman and Deal (1997) suggest that there are four leadership functions to serve four fundamental aspects of organisations: structural leadership, human resource leadership, political leadership and symbolic leadership. For educational organisations, Sergiovanni (1984) proposes a five-leadership forces model to explain how the principal's leadership is related to excellent school performance. The five leadership forces that contribute to different aspects of performance of an educational institution include technical leadership, human leadership, educational leadership, symbolic leadership and cultural leadership. Cheng (1994) integrated the above two models and proposed that leadership in educational institutions should be composed of five dimensions: structural leadership, human leadership, political leadership, cultural leadership and educational leadership. Specifically, they are further explained as follows:

- *Human leadership* refers to the leadership that develops positive social relationships, facilitates social interactions and participation, and enhances staff commitment and satisfaction in the educational institution.

- *Structural leadership* refers to the leadership that develops clear goals and policies, establishes appropriate organisational structure for different roles, holds staff accountable for results, and provides suitable technical support to plan, organise, co-ordinate and implement policies in the institution.
- *Political leadership* refers to the leadership that builds alliances and coalitions, encourages participation and collaboration in decision-making, and resolves conflicts among constituencies.
- *Cultural leadership* refers to the leadership that inspires and stimulates members to pursue institutional vision and excellent performance, builds up new institutional culture, and transforms the existing values and norms of staff in the institution.
- *Educational leadership* refers to the leadership that provides direction and expert advice on developments of learning, teaching, and curriculum, emphasises relevance to education in management, diagnoses educational problems and encourages professional development and teaching improvement.

The empirical findings based on this model in a number of studies have provided strong evidence to support the validity and comprehensiveness of this model in describing multiple aspects of leadership in educational institution (Cheng, 1994; 1996b; Shum and Cheng, 1997). For example, Cheng (1994) studied the relationship between principal leadership and school performance at the student level, the teacher level and the organisational level in a sample of 190 primary schools, involving 190 heads, 678 classes of mainly Grade 6 students, 21,622 students and 3,872 teachers. The structural, human, political, cultural and educational dimensions of principal leadership were found to be strongly related to the school's perceived organisational effectiveness, principal–teacher relationship, strength of organisational culture, the authority hierarchy (negatively) and teacher participation in decision-making. These dimensions were also found to be strongly related to measures of teachers' group performance such as teachers' esprit, disengagement (negatively) hindrance (negatively) and professionalism, and to nearly all measures of individual teacher performance such as intrinsic satisfaction, extrinsic satisfaction, influence satisfaction, job commitment, feeling of fair role loading and job meaning. There was a moderate correlation between principal leadership and some of the measures of student performance such as student attitudes towards their school, teachers and learning. All these findings confirm that the five-dimension model of leadership is comprehensive and valid to predict the different aspects of performance of an educational institution.

With different leadership, the strategies employed in management may be completely different. If taking the affective, behavioural and cognitive domains of leadership performance into consideration, some key strategies of each of the five dimensions of leadership can be summarised as shown in Table 4.1 (Cheng, 2001c).

Table 4.1 *Strategies based on three domains and five dimensions of leadership*

	Structural leadership and strategies	Human leadership and strategies	Political leadership and strategies	Cultural leadership and strategies	Educational leadership and strategies
Affective domains	• Encourage members to express and communicate their feelings through channels and accept the need of structures • Help members psychologically prepared to implement technological changes	• Enjoy good social relationship between members • Committed to develop an open climate in the institution • Unfreeze the existing social barriers among constituencies through charisma	• Encourage an open climate to deal with diversities and mutual conflicts among constituencies • Unfreeze the psychological biases • Help members affectively prepared to discuss their diversities and confrontations	• Use personal charisma to attract constituencies' attention to the institutional vision and meanings • Help members psychologically prepared to cultural changes • Motivate constituencies to pursue a culture of excellence	• Show strong professional commitment to education and staff development • Motivate members to love students and education and have a strong passion to pursue excellence in teaching and learning
Behavioural domains	• Provide appropriate facilities and resources • Establish the structures and procedures to facilitate effective work and make technological changes	• Facilitate social interactions at different levels • Organise activities for creating friendship and collegiality among internal and external constituencies	• Build up alliance to implement institutional plan • Invite wide participation in decision-making • Use different power bases and tactics to implement plans and changes	• Set a behavioural model to show what is most important to the school and create a unique institutional culture • Arrange opportunities to reflect on the existing behavioural norms and make cultural changes	• Facilitate effective practices for learning and teaching and initiate educational innovations • Bring in frontier ideas for curriculum design and pedagogy • Facilitate technological changes in using IT in education
Cognitive domains	• Value the use of clear policy and coordination to achieve the goals • Help members understand the functions and importance of structures and technological changes	• Emphasise human values and human contacts • Highlight the meaning and values of social relations in education and institutional life	• Interpret the conflicts in a constructive way and value the importance of win-win solution • Emphasise the democratic values in decision-making • Facilitate members to understand the meaning of participation	• Inspire members to pursue intrinsic values in their work and perform beyond expectation • Highlight what is most significant to the future of the institution and education • Help constituencies to internalise the unique set of institutional values	• Signal what is most important to education and stimulate members' professionalism • Facilitate constituencies to appreciate and develop values, beliefs, visions and goals of education in a new era of globalisation and high technology

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As for the affective side of *structural leadership*, the leaders may encourage constituencies to express and communicate their feelings through different channels and accept the need of establishing structures and regulations for the educational institution. They help members to be psychologically prepared to implement technological changes in the institution. For the behavioural side, they can provide appropriate facilities and resources, and establish procedures for members to facilitate effective work and make technological changes. For the cognitive aspect of structural leadership, they may value the use of clear policy and co-ordination to achieve the institutional goals and help members to understand the functions and purposes of the structural arrangements and technological changes in their work.

To perform the affective side of *human leadership*, the leaders enjoy good social relationships with members and are committed to developing an open climate in the institution. They unfreeze the existing social barriers among constituencies through their own charisma. For the behavioural side, they facilitate social interactions at different levels and organise activities for creating friendship and collegiality among internal and external constituencies. For the cognitive side of human leadership, they emphasise human values and human contact and highlight the meaning and values of social relations in education and daily institutional life.

For performing the affective aspect of *political leadership*, the leaders encourage an open climate to deal with the diversity in interests and the mutual conflicts among external and internal constituencies. They unfreeze the existing psychological biases and help members affectively prepared to discuss their diversities, confrontations and problems. For the behavioural side, they build up alliances among internal and external constituencies to implement institutional plans and invite wide participation in decision-making. They exercise different power bases (French and Raven, 1968; Yukl and Falbe, 1991) and tactics (Dunham and Pierce, 1989; Pfeffer, 1981; Yukl, 1998) to implement institutional actions and changes. For the cognitive side of political leadership, they interpret the conflicts in a constructive way and value the importance of win-win solutions. They emphasise the importance of democratic values in decision-making and facilitate members' understanding of the meaning of participation in management.

To perform the affective side of *cultural leadership*, the leaders may use their own personal charisma to attract constituencies' attention to the institutional vision and the meanings behind activities. They help members to psychologically prepare for cultural changes due to the challenges of a changing educational environment. They also motivate constituencies to pursue a culture of excellence in education. The strong affective side of cultural leadership, particularly at the individual level, is often perceived as 'charismatic leadership' (Conger et al., 1988; Shamir et al., 1993). For the behavioural side, they set a behavioural model to show what is most important to the

institution and create a unique institutional culture. They arrange opportunities for members to reflect on the strengths and weaknesses of existing behavioural norms and values in the institution, and involve them in making cultural changes. For the cognitive side of cultural leadership, they inspire members to pursue intrinsic values in their work and perform beyond expectation. They highlight what is most significant for the future of the institution and education and help internal and external constituencies to internalise the unique set of values behind all the activities of the institution. The leadership that articulates the significance of ethical and moral values in education and management becomes more and more important. Sometimes, the cultural leadership in this moral aspect can be perceived as 'moral leadership' (Sergiovanni, 1992) or 'ethical leadership'.

For the affective side of *educational leadership*, the leaders may show strong professional commitment to education and to staff development. They motivate members to love students and education, and have a strong passion to pursue excellence in teaching and learning. To perform the behavioural side, they facilitate effective practices for learning and teaching and initiate educational innovations. They bring in exciting frontier ideas for curriculum design and pedagogy. Particularly they help members to prepare for using information technology in learning and teaching. For the cognitive side of educational leadership, they can signal what is most important to education and stimulate members' professionalism. They facilitate constituencies to appreciate and develop the values, beliefs, vision and goals of education, particularly in a new era of globalisation and high technology.

Conceptually, the strategies of leadership in education can be a combination of all these five dimensions as well as a combination of the three domains. To maximise the influence of leadership, all the dimensions and domains should be performed in a coherent way (Cheng, 1996a; 2001c).

Leadership for multiple models of educational quality

In ongoing worldwide education reforms, how to improve educational practice for the pursuit of educational quality is one of the key concerns. Educational quality is often a complicated and controversial concept in the current policy debate. According to the literature of management and organisational effectiveness, there are seven models that can be used to conceptualise, manage and pursue education quality (Cheng and Tam, 1997). The required role and strategies of leadership to put these models in to practice are different (Cheng, 2002). From these models, the roles and strategies of leadership can be summarised as in Table 4.2.

Goal developer According to the goal and specification model, an educational institution's education quality is high if it can accomplish its stated goals

Table 4.2 *Leadership and strategies for education quality*

	Leadership roles	Strategies for achievement of education quality
Goal and specification model	• Goal developer • Goal leader • Planning facilitator	• Develop appropriate institutional mission and goals and establish programmes, plans and standards • Lead members to achieve goals, implement plans and programmes, and meet standards
Resource-input model	• Resource developer • Resource distributor	• Procure needed resources and inputs • Allocate resources to support effective teaching, learning and functioning
Process model	• Process engineer • Process facilitator	• Engineer and facilitate smooth and healthy internal process including learning and teaching • Encourage participation and promote social interactions and positive classroom and institutional climate
Satisfaction model	• Social leader • Social satisfier	• Create opportunities to satisfy the diverse expectations of all powerful constituencies • Lead members to satisfy the needs of key stakeholders in teaching and all other activities
Legitimacy model	• Public relations manager • Environmental leader • Accountability builder	• Establish good public relationship with the community • Market the institution's strengths and image • Build up the institutional accountability
Absence of problem model	• Supervisor • Dysfunction detector • Problem shooter	• Lead members to avoid and solve conflicts and problems successfully • Identify and prevent structural and organisational defects in the institution
Organisational learning model	• Environmental analyser • Learning promoter • Organisational developer	• Lead members to have a full awareness and analysis of environmental changes and internal barriers • Promote organisational learning • Establish a strategic plan for institutional development

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and conform to the given specifications. Since the educational environment is changing, goals of an educational institution are not static and often need to be clarified, developed and established. Therefore, leaders should play the role of goal developer, goal leader and school planning facilitator. They need to facilitate institutional and programme planning, and ensure that the priorities of goals and standards for managing, teaching and learning are set appropriately; the expected institutional outcomes are clear and the effectiveness criteria are available and accepted by all strategic constituencies, at least in a given time period.

Resource developer The resource-input model assumes that more scarce and valued resource input is needed for educational institutions to provide quality education. Therefore, leaders should play the role of resource developer and resource distributor. They clarify the connections between inputs and outputs, and determine what resources are critical to the institution's survival and development. They develop and utilise scarce resources from outside and allocate these resources to support effective internal functioning. They also help internal members to broaden the concepts of human and physical resources, and enhance their professional competence to use and manage scarce resources in teaching and learning for quality outcomes. To reduce the internal political conflicts and struggles for resources but generate more synergy among members is also an important area for leadership.

Process engineer The quality of internal institutional process often determines the nature of output and the achievement of institutional goals and mission. Therefore, leaders should play the role of process engineer and facilitator. They have to clarify how the internal process is closely related to institutional outputs and educational outcomes. They facilitate participation and involvement of members in decision-making and planning, multiple channels of communication, co-ordination between different units, social interactions among members, classroom and organisational climate, and all learning and teaching activities. If it is necessary, they re-engineer institutional processes and the activities of managing, teaching and learning to meet the new institutional goals and challenges from the changing educational environment so that teachers and students can maximise their effectiveness and potential in the processes of teaching and learning.

Social leader and satisfier Education quality can be promised when all strategic constituencies of the educational institution are at least minimally satisfied with the services the institution provides. Therefore, leaders should play the role of social leader and social satisfier. They help the internal and external constituencies to communicate their expectations, understand the strengths and weaknesses of the institution and set appropriate targets for the institu-

tion to satisfy their needs and expectations. They need to make the effort to ensure that the demands of key stakeholders are comparable so that the institution can satisfy these demands more easily at the same time. If there is serious conflict between the demands of different strategic constituencies, leaders help them to resolve the problem and sustain good social relationships.

Environmental leader The legitimacy model assumes that successful legitimate or marketing activities are very important to the institution's survival and quality reputation. Therefore, leaders play the role of public relations manager, environmental leader and accountability builder. They have to assess the external competitions and challenges of the educational environment that will threaten the survival and quality reputation of their institutions and communicate these threats and opportunities to their members. They lead members to manage the external environment, build up good relations with all strategic external constituencies, market the institution's strengths and contributions to the community, establish the school's public image and ensure the school's accountability to the public, particularly on the quality of education services they provide.

Supervisor According to the absence of problems model, the education quality of an educational institution depends on whether there is an absence of characteristics of ineffectiveness in the institution. The role of leaders should be supervisor, dysfunction detector and problem-solver. They have to supervise institutional activities, identify weaknesses, conflicts, dysfunctions, difficulties and defects in teaching and learning, and help members to eliminate and solve the problems. They lead members to set up the necessary procedures or systems that can monitor and evaluate the performance, troubles and problems in the process and outcome of learning, teaching and managing. Particularly among members, they can reduce defensive mechanisms and develop an open culture to encourage the use of feedback or findings from monitoring and evaluation to improve educational and management practice.

Organisational developer The organisational learning model assumes that the impact of environmental changes and the existence of internal barriers to institutional functioning and education quality are inevitable. An educational institution's education quality can be enhanced and ensured if it can learn how to make improvements to its internal and external environments. Leaders play their role as environmental analyser, learning promoter and organisational developer. They help members to be sensitive to environmental changes and internal barriers, analyse them, reflect on findings, draw implications, establish strategies, plan actions and develop the organisation (Yuen and Cheng, 2000). They use strategic management or development planning to promote organisational learning and continuous improvement and development among members (Cheng, 2000a).

According to the concepts of total quality management (Tenner and Detoro, 1992), quality in education can be totally ensured if an educational institution can involve and empower all its members in functioning, conduct continuous improvement in different aspects of internal process, and satisfy the requirements, needs and expectations of its external and internal powerful constituencies even in a changing environment. To a great extent, the total quality management concept is an integration of the above seven models, particularly the organisational learning model, the satisfaction model and the process model. From this total quality concept, leaders need to play the role as a *total quality leader*. In other words, they assume nearly all the leadership roles, derived from the seven models, such as goal developer, resource developer, process engineer, social leader and satisfier, environmental leader, supervisor, learning promoter and organisational developer. They can employ a wide spectrum of strategies related to each of these leadership roles in pursuing total education quality in a complicated and changing educational environment.

Conclusion: leadership in the new millennium

The above concepts and perspectives of leadership can provide a basic understanding of leadership in educational management. Particularly the five-dimensional model of leadership can give a comprehensive framework for developing leadership strategies and actions to lead and manage five fundamental aspects of educational organisations including the human, structural, political, cultural and educational. In the pursuit of education quality in current education reforms, the multiple roles and strategies of leadership derived from the multiple models of education quality should also be important. In addition to these concepts and models, the following trends in leadership and strategy development should receive serious attention.

Leadership for strategic management

As strategic management is strongly emphasised in a rapidly changing educational environment in the new millennium, leadership for such strategic management in educational institutions inevitably becomes a necessity. Currently, the discussion of strategic leadership is still meagre and the domain of studying strategic leadership is relatively diffuse and uncharted. According to Cheng (1996a), the strategic management process includes the stages such as environmental analysis, planning and structuring, staffing and directing, implementing, monitoring and evaluating. This process can keep the institution as a whole appropriately matched to its environment, improve performance, achieve objectives and develop itself continuously. Then, *strategic leadership* in an educational institution can be considered as leadership for initiating, developing and maintaining the strategic management process. Cheng

(2000a) has shown how the five dimensions of leadership – structural leadership, human leadership, political leadership, cultural leadership and educational leadership – can be applied to leading each stage of the strategic management process.

Leadership for action learning

In contemporary educational management, there is a strong emphasis on organisational learning to meet the challenges of a changing educational environment (Rait, 1995; Senge, 1990). Staff members' continuous reflection on their actions and learning to improve and enhance their teaching and daily practice becomes a necessity (Schön, 1987; Watkins and Shindell, 1994). How leadership can facilitate teacher action learning is a crucial but relatively unexplored area for research and leadership development. Yuen and Cheng (2000) have proposed a preliminary framework to show how leadership can facilitate staff members' action learning. The framework comprises three dimensions and eight components. The *inspiring dimension* is composed of three components: building and institutionalising shared vision, providing individualised job design and modeling. The *social supporting dimension* encompasses three components such as reducing defensive routines, fostering learning culture and mobilising social support. The *enabling dimension* comprises two components: enhancing theoretical knowledge and repertoires of skills and providing intellectual stimulation. The framework provides an important theoretical base for understanding what staff members' cognitive and behavioural characteristics are in each stage of the action learning cycle and how the three dimensions and eight components of leadership can facilitate each stage of learning, finally single-loop learning and double-loop learning can occur to enhance teacher competence and performance in their professional practice (Argyris and Schön, 1974).

Leadership for paradigm shifts in education

In the new millennium, there are numerous transformations at both system and school-site levels. Paradigm shifts in education are evident, particularly from the traditional site-bounded paradigm to the triplisation paradigm including globalisation, localisation and individualisation in learning, teaching and schooling, with the support of information technology and various types of networking (Cheng, 2000b; 2001a). Education leaders inevitably find themselves facing many challenges, uncertainties and ambiguities in their educational practice and management. All these demand a paradigm shift for leaders to lead their educational institutions and members more effectively to prepare both external and internal transformations and pursue institutional effectiveness and educational quality in such a rapidly changing environment

(Macbeath et al., 1996). It seems that leaders should have a new set of leadership beliefs and competences that can transform the old and traditional constraints, facilitate educational changes and develop an appropriate school environment for staff members and students to work, learn and develop effectively. Inevitably, there is an urgent need for a new paradigm of leadership to direct the practice and development of leaders in educational institutions (Berg and Sleegers, 1996; Fullan, 1996; Smylie and Hart, 1999). Particularly, a crucial issue in leadership research and development, is how leadership can be developed for facilitating the paradigm shifts in education towards globalisation, localisation and individualisation that can provide unlimited opportunities for students and teachers to learn and develop in such a challenging new millennium.

It is hoped that the overview of leadership and strategy in educational management discussed in this chapter can benefit all the efforts of research, development and practice of leadership in different parts of the world in the new millennium.

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